

CHAPTER I

INTRODUCTION

1.1 Background of the study

English Language is very important for Indonesia. It can see from many things. For instance: Economy, politics, education, society, and others. According to Simatupang (1999), he stated that English is widely recognized as important to Indonesia and the most important reason that English is a global or international language. English global status is in part due to the number of people who speak it. Therefore, the English Language should be learned in an Indonesian school (Lauder, 2008). Then, the student should be understood as well. The English Language is the second language for some countries including Indonesia. The inner-circle in the model refers to English are "traditional bases": the United Kingdom, the United States, Ireland, Canada, Australia, and New Zealand. The outer (or extended) circle refers to the earlier spread of English in non-native environment, where language is a part of the major institutions of the world and plays an important role in a multilingual mode: it involves Indonesia's neighbors. For instance, Singapore, Malaysia, India, and over fifty other terrain (Lauder, 2008).

In Indonesia, although English is not commonly used in culture, it is not used as a means of communication in official fields as government, law courts, and the education system, and it is not given any special status in the language legislation of the country, it is still considered a priority as the most relevant of the foreign languages to be taught (Lauder, 2008). Even so, English is a language that cannot be separated from Indonesian society, especially in the millennial era. English seems to have become a trend language in Indonesia.

According to Shams (2008), he said that in the context of foreign language learning there are numerous factors that affect the learning process such as motivation , attitudes, anxiety,

learning achievements (Eshghinejad, 2016). In otherwise, Fakeye (2010) suggests that in the problem of the attitude is recognized as one of the main factors influencing language learning (Eshghinejad, 2016). Attitude is considered an essential factor affecting language output and has gained significant attention from researchers in both the first and second language (Eshghinejad, 2016).

There are many explanations of why the attitude of the students towards language learning is significant. For instance, Weinburgh (1998) suggests that attitudes toward learning affect habits like choosing and reading books, speaking in a foreign language (Eshghinejad, 2016). Ordinarily, the attitudes of learners are assumed to determine whether or not they will be able to retain the language information. On the other side, achievement in a target language depends not only on intellectual ability but also on the attitudes of the learner toward language learning (Eshghinejad, 2016).

The terms of “attitudes” consist of three aspects namely, cognitive, affective, and behavioral. The cognitive dimensions of attitudes include values and perceptions about the object. The affective aspects include the thoughts, and they apply to the object, "likes" or dislikes. Lastly, the behavioral one consists of actions or intentions of conduct toward the object (Seddi, 2017).

Ahmed (2015) stated that attitudes toward a language can also reflect what people feel about that language's speakers. Cultural attitudes may affect second language learning or the learning of foreign languages. Measuring language attitudes provides useful knowledge in language teaching and language learning (Seddi, 2017). Based on some theories above, the author wants to research about *“An analysis of ELED freshmen's attitudes toward learning English Language at University of Muhammadiyah Malang.”*

1.2 Research Problem

The aim of the study is to discover ELED students' feelings and ideas of University of Muhammadiyah Malang about learning English, who are freshmen and have a similar background in learning English, and also determine if there is a significant difference in their attitudes toward English learning between male and female students. The study is led by the following research questions:

1. What is the attitude of ELED freshmen of University of Muhammadiyah Malang towards learning English in terms of their cognitive, affective, and behavioral aspects?
2. What is the difference in the attitudes of male and female ELED freshmen of University of Muhammadiyah Malang toward English learning?

1.3 Research Objective

The objective study will be explained as follows:

1. To find out the attitude of ELED freshmen of University of Muhammadiyah Malang toward learning English in terms of their, cognitive, affective, and behavioral aspects
2. To find out the difference in the attitudes of male and female ELED freshmen of University of Muhammadiyah Malang toward English learning.

1.4 Scope and Limitation

The scope of this study focuses on the analysis of attitudes toward learning English Language in University of Muhammadiyah Malang. Meanwhile, the researcher limited this study of 30 ELED freshmen only.

1.5 Research Significance

The result of this research is expected to have some usages either practically or theoretically which can be used for teachers, students, and other researchers:

1. Theoretically

- a) As a reference to brainstorm to an understanding of other researchers who are attracted in learning language attitude studies
- b) Make the lecturer easier to find out teaching's strategy and teaching methodology which fits appropriately based on the analysis of their student's feeling, needs, and behaviors.

2. Practically

- a) The study can make the lecturer easier to create a teaching methodology which adequate with student's feelings, needs, and behaviors.
- b) The study can make students aware of their ability in understanding of English Language learning.

1.6 Definition of Key Terms

Also, to limit the misunderstanding regarding concepts, the definition of key terms will be provided as follows:

1. Simatupang (1999) said that English is widely recognized as important to Indonesia and the most important reason that English is a global or international language. English's global status is in part due to the number of people who speak it (Lauder, 2008).
2. According to Shams (2008), he said that in the context of foreign language learning there are numerous factors that affect the learning process such as motivation , attitudes, anxiety, learning achievements, aptitudes, intellect, age, personalities, etc. (Eshghinejad, 2016).

3. Attitude is considered a key factor influencing language production and has received considerable attention from researchers in both the first and second languages (Eshghinejad, 2016).

